



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Oxford Hills Middle School

SAU: RSU 17 / MSAD 17

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2010-2011 NCLB Report Card



School: Oxford Hills Middle School
SAU: RSU 17 / MSAD 17
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	286	285	100	76	76	78	11	66	16	8	278	7
	2009-2010	265	264	100	61	61	69	2	58	28	11	260	4
Female	2008-2009	143	142	99	74	74	84	13	61	15	11		
	2009-2010	139	139	100	63	63	76	3	60	24	12		
Male	2008-2009	143	143	100	78	78	73	8	70	17	5		
	2009-2010	126	125	99	58	58	62	2	56	32	10		
Caucasian/White	2008-2009	281	281	100	76	76	79	10	66	16	7		
	2009-2010	257	256	100	61	61	69	2	58	28	11		
African American/Black	2008-2009	2	2	100			60						
	2009-2010	3	3	100			53						
Hispanic	2008-2009	0	0				69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009	3	2	67			83						
	2009-2010	2	2	100			77						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	2	2	100			56						
Economically Disadvantaged	2008-2009	152	152	100	64	64	67	7	57	23	13		
	2009-2010	152	151	99	52	52	57	1	50	34	14		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	51	51	100	43	42	39	0	43	22	35		
	2009-2010	38	37	97	24	24	28	3	22	30	46		
Limited English Proficient	2008-2009	1	0	0			47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Oxford Hills Middle School
SAU: RSU 17 / MSAD 17
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	245	243	99	67	67	71	11	56	25	8	236	7
	2009-2010	279	274	98	57	57	68	8	49	35	8	269	5
Female	2008-2009	109	109	100	78	78	77	19	59	17	5		
	2009-2010	145	141	97	60	60	76	6	54	28	11		
Male	2008-2009	136	134	99	57	57	66	4	53	31	11		
	2009-2010	134	133	99	53	53	61	9	44	42	5		
Caucasian/White	2008-2009	236	234	99	67	67	72	12	55	26	8		
	2009-2010	273	268	98	57	57	69	7	49	35	8		
African American/Black	2008-2009	3	3	100			51						
	2009-2010	3	3	100			50						
Hispanic	2008-2009	2	2	100			66						
	2009-2010	0	0				57						
Asian or Pacific Islander	2008-2009	4	4	100			71						
	2009-2010	3	3	100			76						
American Indian or Native Alaskan	2008-2009	0	0				56						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009	129	128	99	62	62	56	5	56	27	12		
	2009-2010	148	145	98	47	47	56	5	42	42	11		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	38	37	97	41	41	29	0	41	38	22		
	2009-2010	48	45	94	11	11	26	0	11	58	31		
Limited English Proficient	2008-2009	1	1	100			41						
	2009-2010	1	1	100			43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Oxford Hills Middle School
SAU: RSU 17 / MSAD 17
Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	286	285	100	41	41	57	6	36	29	30	278	7
	2009-2010	265	264	100	58	58	60	13	45	18	25	260	4
Female	2008-2009	143	142	99	38	38	59	4	35	30	32		
	2009-2010	139	139	100	52	52	59	12	40	18	30		
Male	2008-2009	143	143	100	45	44	56	8	37	28	27		
	2009-2010	126	125	99	64	64	61	14	50	18	18		
Caucasian/White	2008-2009	281	281	100	42	41	58	6	36	28	30		
	2009-2010	257	256	100	58	58	61	13	46	18	24		
African American/Black	2008-2009	2	2	100			32						
	2009-2010	3	3	100			35						
Hispanic	2008-2009	0	0				47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009	3	2	67			68						
	2009-2010	2	2	100			72						
American Indian or Native Alaskan	2008-2009	0	0				39						
	2009-2010	2	2	100			46						
Economically Disadvantaged	2008-2009	152	152	100	32	31	42	3	28	27	41		
	2009-2010	152	151	99	46	46	46	7	38	23	32		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	51	51	100	31	31	23	4	27	16	53		
	2009-2010	38	37	97	30	30	25	8	22	16	54		
Limited English Proficient	2008-2009	1	0	0			27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 08



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Group	Mathematics Assessment Data												
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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	245	243	99	40	40	52	5	35	31	29	236	7
	2009-2010	279	273	98	60	60	60	7	52	20	20	268	5
Female	2008-2009	109	109	100	50	50	54	9	40	25	26		
	2009-2010	145	140	97	57	57	60	6	51	22	21		
Male	2008-2009	136	134	99	33	33	51	2	31	36	31		
	2009-2010	134	133	99	62	62	59	9	53	18	20		
Caucasian/White	2008-2009	236	234	99	41	41	53	6	35	30	29		
	2009-2010	273	267	98	60	60	60	7	52	20	20		
African American/Black	2008-2009	3	3	100			31						
	2009-2010	3	3	100			34						
Hispanic	2008-2009	2	2	100			40						
	2009-2010	0	0				48						
Asian or Pacific Islander	2008-2009	4	4	100			60						
	2009-2010	3	3	100			68						
American Indian or Native Alaskan	2008-2009	0	0				37						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	129	128	99	34	34	36	3	30	28	38		
	2009-2010	148	145	98	48	48	45	6	42	21	30		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	38	37	97	16	16	18	8	8	24	59		
	2009-2010	48	44	92	34	34	21	5	30	16	50		
Limited English Proficient	2008-2009	1	1	100			26						
	2009-2010	1	1	100			29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Oxford Hills Middle School
SAU:	RSU 17 / MSAD 17
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 99	99 99	57	72 65	71 69	99	100 99	99 99	59	64 62	63 61	93	95	95
Caucasian/White	99	100 99	99 99	57	72 64	71 69	99	100 99	99 99	59	64 62	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	99	99 99	99 99	46	65 56	60 56	99	100 99	99 99	46	55 51	50 47			
Students with Disabilities	95	97 96	97 98	13	41 21	36 28	94	98 95	97 98	34	41 34	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	19	7	12	2	5	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.03

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>